

INTRODUCTION

The social studies and history standards provide teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. Adapted from the highly rated California and Massachusetts curriculum frameworks, the standards incorporate the comments and suggestions of area teachers and administrators. The requirements strike a balance between U.S. and world history, as well as among the many disciplines of the social sciences.

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level.¹

The Organization of the Document

The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. We have selected essential topics that build a chronologically organized history and establish social science knowledge to set standards that can be taught and mastered within a specific time frame. We encourage teachers to elaborate on the content outlined here, to add topics they feel are important, and to organize material thematically. They also are encouraged to enrich the classroom experience by incorporating current events and issues that have a significant relationship to important historical themes or events under study.

These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments. A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

GUIDING PHILOSOPHIES²

As Americans, our cultural heritage is diverse and provides us with boundless sources of vitality and pride. As citizens and residents of the United States, our political heritage is a shared vision of a life of liberty, justice, and equality as expressed over two centuries ago in the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*.

Critical to the preservation of America's republican form of government is the study and understanding of our nation's founding principles. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint, and self-respect must be taught, learned, and practiced. They are qualities that should not be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

Citizens in our society need to understand the current condition of the world and how it got that way and be prepared to act on challenges as they confront us. What are the roots of our current dangers and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own society, as well as of the societies of our friends and our adversaries in the world.

The kind of critical thinking we wish to encourage in the DC Public Schools rests on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good or ill, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

Teachers reading this document for the first time may be struck by the vast content and variety of material covered. These standards illustrate the larger significance of history and geography: great discoveries, conflicts, and ideas in the human past that have shaped who we are and what is happening today; the ironies and surprises of history; the great tragedies and achievements of human experience. Students explore how people in other times and places grappled with fundamental questions of truth, justice, and personal responsibility. They also grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems within which human activity occurs. The historical drama is illuminated through an examination of more complex themes and concepts arising from past events, such as those listed on the next page.

¹ Many sample names and events are included in parentheses throughout the document. These serve as suggestions to teachers of content that is well suited to exemplify the standard.

² Excerpted and adapted from the Massachusetts Curriculum Framework.

U.S. HISTORY AND GEOGRAPHY II: INDUSTRIAL AMERICA TO THE PRESENT

Grade 11

UNITED STATES TO THE 1800S

11.1. Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. (P)
2. Describe the early settlements in Jamestown and Plymouth, including the purpose of the Mayflower Compact and its principles of self-government.
3. Describe the origins, key events, and key figures of the American Revolution.
4. Analyze the framers' philosophy of divinely bestowed unalienable natural rights, the influence and ideas of the Declaration of Independence, and the reasons for the adoption of the Articles of Confederation.
5. Analyze the shortcomings of the Articles, and describe the crucial events leading to the ratification of the Constitution and the addition of the Bill of Rights, including the debates over slavery. (P)
6. Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.
7. Explain the history of the Constitution after 1787, including federal versus state authority and growing democratization. (P)
8. Examine a historical map, and identify the physical location of the states and geographical regions of the United States post-Reconstruction. (G)
9. Explain the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power. (G, P, E)
10. Trace the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

THE RISE OF INDUSTRIAL AMERICA (1877–1914)

11.2. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (G, E)
2. Outline the reasons for the development of federal Indian policy, the wars with American Indians, and their relationship to agricultural development and industrialization. (G, P, M, E)
3. Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of reconstruction on African Americans (i.e., the rise of Jim Crow laws, lynching, the First Great Migration). (P, S)
4. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. (P, E)

(continued)

Grade 11

THE RISE OF INDUSTRIAL AMERICA (1877–1914) *(continued)*

11.2. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

- 5. Identify the characteristics and impact of Grangerism and Populism. (P)
- 6. Explain child labor, working conditions, and laissez-faire policies toward big business; the labor movement, including its leaders (e.g., Samuel Gompers), and its demand for collective bargaining; and union strikes and protests over labor conditions. (S, E)
- 7. List and identify the significant inventors and their inventions and how they improved the quality of life (e.g., Thomas Edison, Lewis Latimer, Alexander Graham Bell, and Orville and Wilbur Wright). (S, I, E)
- 8. Describe entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford, and Madame C.J. Walker). (E)

11.3. Students analyze the social and economic contributions of immigrants to the building of cities and the economy during the Industrial Revolution.

- 1. Identify the new sources of large-scale immigration and locate on a map their countries of origin and where they have tended to settle in large numbers (e.g., Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese). (G, E, S)
- 2. Explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity and how this relates to the new wave of nativism. (G, S)
- 3. Identify the role that young immigrant women (e.g., Irish, Italian, and Jewish) played within the expanding garment industry, the harsh conditions that they endured, and the impact their employment had on their families. (E, S)
- 4. Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (G, E, S)
- 5. Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States. (S, E, P)

THE PROGRESSIVE ERA (1890–1920)

11.4. Students analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity, and class.

- 1. Trace the rise of industrialization. (E, S)
- 2. Explain the large-scale rural-to-urban migration, as well as massive immigration from Southern and Eastern Europe. (G, E)
- 3. Explain, with the use of a map, the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. (G, E)
- 4. Debate the ideas of Social Darwinism. (P, S)

(continued)

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Grade 11

THE PROGRESSIVE ERA (1890–1920) *(continued)*

- 11.4.** Students analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity, and class.
5. Debate the ideas of Social Gospel. (P, S)
 6. Debate the value of industrial education versus liberal arts education (as articulated in the ideas of Booker T. Washington and W.E.B. Dubois, respectively).
 7. Explain the effect of the political programs and activities of the Populists. (P)
 8. Describe corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. (P, E)
 9. Explain the effect of the political programs and activities of the Progressives (e.g., the Children's Bureau, the 16th Amendment, and Theodore Roosevelt). (P)
 10. Explain the effects of industrialization on living and working conditions, including working conditions and food safety. (E, S)
 11. Trace on a map the Great Migration of African Americans that began in the early 1900s (and lasted through many decades) from the rural South to the industrial regions of the Northeast and Midwest, and examine how this mass migration initiated the change from a rural to urban lifestyle for many African Americans. (G, E, S)
- 11.5.** Students trace the rise of the United States to its role as a world power in the 20th century.
1. List and explain the purpose and the effects of the Open Door Policy (expansion into Asia). (G, P)
 2. Describe responses, particularly from the African American community, to the U.S. partition of Africa, the Cuban-Spanish-American War, annexation of Philippines, Hawaii, occupation of Haiti and Puerto Rico. (G, P, M)
 3. Describe the role of the United States in the Panama Revolution and the building of the Panama Canal, and the intensified military and economic intervention in Central America and the Caribbean. (G, P)
 4. Describe America's diplomacy (e.g., Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy). (P)
 5. Explain the causes of World War I in 1914 and the reasons for the declaration of U.S. neutrality.
 6. List and identify the reasons for American entry into World War I, and explain how the entry of the United States affected the course and outcome of the war. (P, M)
 7. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
 8. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics. (P)
 9. Analyze the political, economic, and social ramifications of World War I on the home front. (P, S, E)

Grade 11

THE 1920S AND 1930S

- 11.6. Students describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.
- Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (G, S)
 - Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, air-planes), and the resulting prosperity, expansion of freedom (derived from the car and the building of roads/highways), and effect on the American landscape. (G, E)
 - Describe the policies of presidents Warren Harding, Calvin Coolidge, and Herbert Hoover (e.g., "associationism," The Teapot Dome scandal, "New Era" politics). (P)
 - Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. (P, S)
 - Trace the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. (P, S)
 - Explain the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition). (P)
 - Analyze the passage of the 19th Amendment and the changing role of women in society. (P, S)
 - Describe the New Negro Movement/Harlem Renaissance and new trends in literature (e.g., Zora Neale Hurston, Langston Hughes, Sterling Brown, Ernest Hemingway, and F. Scott Fitzgerald) and music, with special attention to the Jazz Age (e.g., James Reese Europe, Duke Ellington, and Louis Armstrong). (I)
 - Describe forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., professional sports, and flappers). (G, S)

THE GREAT DEPRESSION (1929–1939)

- 11.7. Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- Describe the monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s. (E)
 - Describe the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis and mass unemployment. (P, E)
 - Describe the human toll of the Depression, natural disasters, unwise agricultural practices, and their effects on the depopulation of rural regions and on political movements of the left and right. (G, S)
 - Identify, with the use of a map, how different regions of the United States were affected by the Great Depression. (G, E, S).

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Grade 11

THE GREAT DEPRESSION (1929–1939) *(continued)*

11.7. Students analyze the causes and the effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

5. Trace the emergence of a "New Deal coalition," consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics. (P)
6. Analyze the effects of and the controversies arising from New Deal economic policies.
7. Explain the expanded role of the federal government in society and the economy since the 1930s and how the role of the U.S. government with regard to the free market was altered (e.g., Works Progress Administration, Social Security, National Labor Relations Board, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, farm programs, regional development policies, and energy development projects, such as the Tennessee Valley Authority). (P, E)
8. Identify the importance of Roosevelt's Black Cabinet to national race policy.
9. Trace the advances and retreats of organized labor (e.g., the creation of the American Federation of Labor and the Congress of Industrial Organizations).
10. Debate current issues of a postindustrial, multinational economy. (P, E)

WORLD WAR II (1939–1947)

11.8. Students analyze America's participation in World War II.

1. Analyze Roosevelt's foreign policy during World War II (e.g., "Four Freedoms" speech). (P, M)
2. Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies' fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations. (P, M)
3. Trace the response of the administration to atrocities against Jews and other groups. (P, S)
4. Identify and locate on a map the Allied and Axis countries and the major theatres of the War.
5. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. (G, P, M)
6. Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens. (P, S)
7. Identify the roles and sacrifices of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers). (M, S)
8. Examine and explain the entry of large numbers of women into the workforce, the roles and growing political demands of African Americans, and A. Philip Randolph and the efforts to eliminate employment discrimination. (P, S)

(continued)

Grade 11

WORLD WAR II (1939–1947) *(continued)*

- 11.8. Students analyze America's participation in World War II.
- 9. Trace the Manhattan Project, the decision to drop atomic bombs on Hiroshima and Nagasaki, and the consequences of that decision. (G, P, M, S)
 - 10. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild and the establishment of the United Nations.
 - 11. Outline international organizations and their importance in shaping modern Europe and maintaining peace and international order (e.g., International Declaration of Human Rights, International Monetary Fund, World Bank, and the General Agreement on Tariffs and Trade, or GATT). (P, E)
 - 12. Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources. (E, I)

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001)

- 11.9. Students trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.
- 1. Describe the role of military and other alliances, including NATO, SEATO, and the Alliance for Progress, in deterring communist aggression and maintaining security during the Cold War. (P, M)
 - 2. Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these "worlds" competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).
 - 3. Trace the roots of domestic anticommunism that grew out of a real threat from the Communists, including the origins and consequences of McCarthyism (e.g., Alger Hiss, J. Edgar Hoover, Senator Joseph McCarthy, and the Rosenbergs) and blacklisting. (P, S)
 - 4. Explain American involvement in the Berlin Blockade and its effect on Americans. (M, P)
 - 5. Trace America's involvement in the Korean War. (P)
 - 6. Explain the Bay of Pigs Invasion and the Cuban Missile Crisis. (P)
 - 7. Explain and debate atomic testing in the American West, the mutually assured destruction doctrine, and disarmament policies. (P, M)
 - 8. Outline the Vietnam War, including diplomatic and military policies of presidents Eisenhower, Kennedy, Johnson, and Nixon, and the rise of social activism. (P, M, S)
 - 9. Explain the Domino Theory, containment, and modern colonialism. (P, S)
 - 10. Describe Eisenhower's response to the Soviets' launching of Sputnik and the advances in the space race and exploration. (I)

(continued)

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Grade 11

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001) *(continued)*

11.10. Students analyze the economic boom and social transformation of America midcentury.

1. Trace the impact of economic growth, declining poverty, and an increase in education levels, with particular attention on the growth of the service sector, white-collar, and professional sector jobs in business and government. (E, S)
2. Explain the impact of the baby boomer generation and the growth of suburbs and home ownership. (S)
3. Describe the effects of technological developments on society and the economy (e.g., the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology) and the increasing role of TV and mass media on the American home. (S, E, I)
4. Describe the transformation of the Jazz Age into the rise of rhythm and blues, precursor to rock 'n' roll and the emergence of a youth culture. (S)
5. Describe Kennedy's New Frontier program to improve education, provide health care for the elderly, end racial discrimination against African Americans, and create the Peace Corps, and the kind of work corps members are involved in around the globe. (P, S)
6. Explain the rise of the Dixiecrats and the Southern Manifesto, which set the stage for the ultimate exodus of Southern Whites from the Democratic Party to the Republican Party. (P)

11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.

1. Explain the roots of the 1950s and 1960s Civil Rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., Congress of Racial Equality and NAACP Legal Defense Fund). (P, S)
2. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)
3. Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC. And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida). (G, P)
4. Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-violent Coordinating Committee). (P)
5. Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). (P)
6. Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including *Plessy v. Ferguson*, *Brown v. Board of Education*, and *Bolling v. Sharpe*. (P, S)

(continued)

Grade 11

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001) *(continued)*

- 11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.

7. Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court (e.g., *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doe*, *Lau v. Nichols*, and *Keyes v. Denver*). (P, S)

8. Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)

9. Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America. (S, P, E)

10. Analyze the women's rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization of Women, and the Equal Rights Amendment (ERA). (P, S)
- 11.12. Students analyze important events and trends in the 1960s and 1970s.

1. Explain the effect that the assassination of President Kennedy had on the nation. (P, S)

2. List and identify the major components of Johnson's Great Society programs: aid to education, attack on disease, Medicare, urban renewal, beautification, conservation, the war on poverty, crime prevention, and removal of obstacles to the right to vote. (P, S)

3. Describe the Southern Strategy and the success of Nixon's appeal to the silent majority. (P)

4. Analyze the rise of social activism and the antiwar and countercultural movements. (P, S)

5. Describe the dimensions of the energy crisis, the creation of a national energy policy, and the emergence of environmentalism (e.g., creation of the Environmental Protection Agency; Rachel Carson's *Silent Spring*; disasters such as Love Canal, Three Mile Island, and the Exxon Valdez). (G, P, S)

6. Explain the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*), the changing role of media and journalism in the United States as a result, and the controversies surrounding Ford's pardon of Nixon. (P)

7. Explain the 1972 Church Senate Commission and the uncovering of the FBI's Counterintelligence (COINTELPRO) program of domestic spying on black and leftist organizations. (P)

8. Identify scientific, technological, and medical advances (e.g., VCR technology, jumbo jets, DNA and genetic engineering, and the first test tube baby). (I)

9. Analyze the women's rights movement in the 1960s and 1970s (e.g., formation of NOW and the debate over the Equal Rights Amendment). (P, S)

10. Describe the Black Power and black studies movements (e.g., the Black Panthers; Organization Us; black-themed film, music, and art; and the birth of academic black studies). (P, S)

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Grade 11

CONTEMPORARY AMERICA

- 11.13. Students describe important events and trends of the late 20th century.
- 1. Trace the computer and technological revolution of the 1980s and 1990s (e.g., World Wide Web, e-mail, the Internet, and cell phone). (I, E)
 - 2. Identify recent scientific and medical advances (e.g., Human Genome Project), and explain how medical advances and improved living standards have brought significant increases in life expectancy. (E, I, S)
 - 3. Explain the roots and ultimate success of the antiapartheid movement (boycotts, arrests, and organizing among African Americans and others). (P, S)
 - 4. Explain the revitalization of the conservative movement during Reagan’s tenure as president, including the creation of the Moral Majority and the rise of Evangelical Protestants. (P, R)
 - 5. Describe the major issues in the immigration debate, such as the rising numbers of Asians and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and the delivery of social services, including bilingual education and ESL programs, to non-English speaking groups. (S)
 - 6. Trace and explain the weakening of the nuclear family, two-earner families, and the rise in divorce rates. (S)
 - 7. Analyze the social and economic effects of various health crises, including increasing obesity and the AIDS epidemic. (S, E)
 - 8. Analyze the impact on society of the incarceration of large numbers (disproportionate to their percentage of the general population) of African Americans and Latinos. (S)
 - 9. Explain the Supreme Court case *Bush v. Gore*. (P)
 - 10. Examine the emergence of rap or hip-hop music and its influence on urban culture. (S)
 - 11. Describe the increasing globalization of the American economy. (E)

Grade 11

CONTEMPORARY AMERICA *(continued)*

- 11.14.** Students analyze the important foreign policies of and events that took place during the administrations of presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush.
1. Analyze the role of the Reagan administration in ending the Cold War, and describe the administration's anticommunist foreign and defense policies. (P)
 2. Explain the major goals of the North American Free Trade Agreement (NAFTA) and its impact on the U.S., Mexican, and Canadian economies. (P, E)
 3. Describe George H.W. Bush leading the U.N. coalition in the 1990–1991 Gulf War and his decision to liberate Kuwait but keep Saddam Hussein in power. (P, M)
 4. Debate the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War and the attempts to negotiate a settlement to the Israeli-Palestinian conflict. (G, P, M)
 5. Explain American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo. (P)
 6. Explain the reasons for and impact of President Clinton's renewed interest in U.S.-African relations.
 7. Describe relations between the United States and Mexico in the 20th century, including key economic, political, immigration, and environmental issues (e.g., North American Free Trade Agreement, or NAFTA). (P, E)
 8. Describe U.S. foreign policy toward Latin America, as it concerns the drug trade and the spread of U.S.-style democracy. (P, M)
 9. Describe America's response to the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq. (P, M)

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GLOSSARY OF SELECTED TERMS

(with emphasis on terms that appear in K–8)

Amendment (constitutional): Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Articles of Confederation: The first constitution of the United States, created in 1781. It established a weak national government and was replaced in 1789 by the Constitution of the United States.

Barter: The direct exchange of one good or service for another without the use of money.

B.C.E. and C.E.: Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

Bill of Rights: The first 10 amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect the basic rights and liberties of individuals.

Bureaucracy: Administrative organizations that implement government policies.

Cabinet: Secretaries or chief administrators of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

Capital: Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

Checks and balances: Constitutional mechanisms that authorize each branch of the government to share powers with the other branches and thereby check their activities (e.g., the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional).

Citizen: A member of a political society who therefore owes allegiance to the government and is entitled to its protection.

Civil rights: Protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

Command economy: A type of economic system in which the resources are state owned and their allocation and use are determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

Common or public good: A good that is to the benefit or in the interest of a politically organized society as a whole.

Comparative advantage: The idea that countries gain when they produce those items that they are most efficient at producing.

Competitive behavior: When a business or individual acts in a self-interested way to increase wealth.

Concurrent powers: Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money, and spending for the general welfare).

Confederal: Relating to a confederation.

Confederate: A group of states more or less permanently united for common purposes.

Consumer: A person or organization that purchases or uses a product or service.

Culture: The learned behaviors of people, such as belief systems, languages, social relations, institutions, organizations, and material goods, such as food, clothing, buildings, and technology.

Deflation: A general lowering of prices; the opposite of inflation.

Delegated powers: Powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

Democracy: Practice of the principle of equality of rights, opportunity, and treatment.

Demographic: The statistical data of a population (e.g., average age, income, and education).

Developed nation: Countries with high levels of well-being, as measured by economic, social, and technological sophistication.

Developing nation: Countries with low levels of well-being, as measured by economic, social, and technological sophistication.

Diffusion: The spread of people, ideas, technology, and products between places.

Due process of law: The right of every citizen to be protected against arbitrary action of the government.

Economic growth: An increase in an economy's ability to produce goods and services, which brings about a rise in standards of living.

Emigration: People moving out of a country (or other political unit).

English Bill of Rights: An act passed by the Parliament of England in 1689 that limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

Entrepreneur: A person who organizes, operates, and assumes the risk for a business venture.

Equal protection of the law: The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

Exchange rate: The price of one currency in terms of another (e.g., pesos per dollar).

Federal Reserve System: A system of 12 district banks and a board of governors that regulates the activities of financial institutions and controls the money supply.

Federalism: A form of political organization in which governmental power is divided between a central government and territorial subdivisions; in the United States, it is divided among the national, state, and local governments.

The Federalist Papers: A series of essays written by Alexander Hamilton, John Jay, and James Madison that was published to support the adoption of the proposed U.S. Constitution.

Feudalism: A political and economic system in which a king or queen share power with the nobility, who allow the common people to use their land in return for services.

Fiscal policy: A policy of government taxation and/or expenditure to change the level of output, employment, or prices.

Foreign policy: Policies of the federal government directed to matters beyond U.S. borders, especially with regard to relations with other countries.

Human capital: The knowledge and skills that enable workers to be productive.

Human characteristics: The patterns that people make on the surface of the Earth, such as cities, roads, canals, and farms, and other ways people change the Earth.

Immigration: People moving to a country (or other political unit).

Impeachment: The act of accusing a public official of misconduct in office by presenting formal charges against him or her in the lower house, with a trial to be held in the upper house.

Incentive: A benefit offered to encourage people to act in certain ways.

Inflation: A general rise in the level of prices.

Initiative: A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

Interdependence: Reliance on people in other places for information, resources, goods, and services.

Isolationism: The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

Judicial review: A doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive branch, and the states. The precedent for judicial review was established in the 1803 case *Marbury v. Madison*.

Justice: The fair distribution of benefits and burdens, correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Land use: How people use the Earth's surface (e.g., urban, rural, agricultural, range, and forest), often subdivided into more specific uses (e.g., retail, low-density housing, and industrial).

Landform: A description of the Earth's shape at a place (e.g., mountain range, plateau, and floodplain).

Latitude: The angular distance north or south of the equator that is measured in degrees along a line of longitude.

Legend: A map key that explains the meaning of map symbols.

Longitude: The angular distance east or west that is almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

Magna Carta: The document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights; it is considered the beginning of constitutional government in England.

Market: Any setting in which an exchange occurs between buyers and sellers.

Market economy: A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

Market price: The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

Mayflower Compact: A document drawn up by the Pilgrims in 1620 while aboard the Mayflower, before landing at Plymouth Rock. The compact provided a legal basis for self-government.

Mercantilism: An economic and political policy in which the government regulates industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

Monarchy: A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Monetary policies: Management of the money supply and interest rates to influence economic activity.

National security: The condition of a nation, in terms of threats, especially threats from external sources.

Opportunity cost: The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

Principle: A basic rule that guides or influences thought or action.

Progressive tax: A tax structure such that people who earn more money are charged a higher percentage of their income (e.g., the federal income tax).

Property rights: The rights of an individual to own property and keep the income earned from it.

Proportional tax: A tax structure such that all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

Protectionism: The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

Public service: Service to local, state, or national communities through appointed or elected office.

Ratify: To confirm by expressing consent, approval, or formal sanction.

Referendum: A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

Region: A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government, or other natural or cultural attribute.

Regressive tax: A tax structure such that people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

Representative democracy: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republicanism: A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Resources: Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron, or water.

Revolution: A complete or drastic change of government and the rules by which government is conducted.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Separation of powers: The division of governmental power among several institutions that must cooperate in decision-making.

Sovereignty: The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

Spatial reasoning: Pertaining to distribution, distance, direction, areas, and other aspects of space on the Earth's surface.

Specialization: When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, and another glues it to the sole).

Suffrage: The right to vote.

Supply: The quantity of a product or service that a producer is willing and able to offer for sale at each possible price.

Tariff: A tax on an imported good.

Thematic map: A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

Theocracy: Any government in which the political leaders also are the religious leaders and they rule as representatives of the deity.

Totalitarianism: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

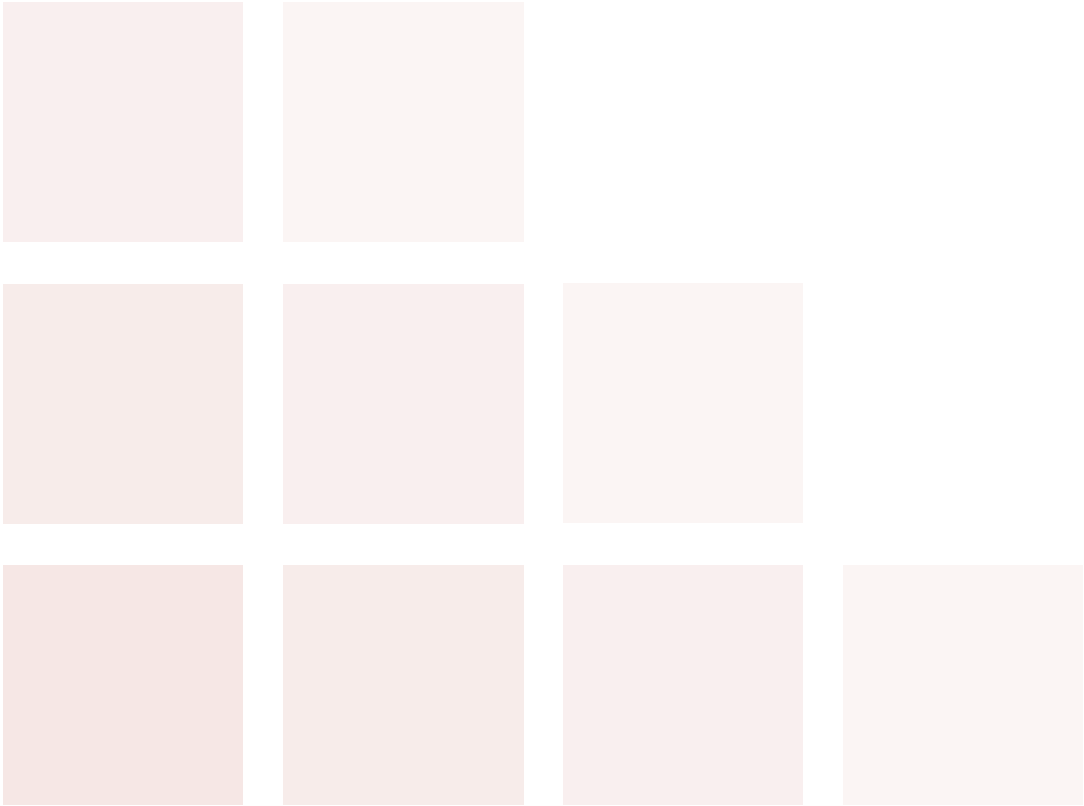
Treaty: A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the United States, all treaties must be approved by a two-thirds vote in the Senate.

Unitary government: A government system in which all governmental authority is vested in a

central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

United Nations: An international organization comprising most of the nations of the world that was formed in 1945 to promote peace, security, and economic development.

Urbanization: The process whereby more people live and work in cities.



ACKNOWLEDGMENTS

Working under the direction of the DCPS Office of Academic Services and StandardsWork, Inc., a DC-based nonprofit that specializes in helping school districts develop world-class learning standards, the following educators, parents, and community members helped develop the learning standards in social studies for the District of Columbia. Their contributions are greatly appreciated.

Margot Berkey
Parents United for DC Public Schools

Yvonne Bess
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Shaw Junior High School

Michael Briley
Francis Junior High School

Latrina Brookins
Prospect Senior High School

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Billie Day
Banneker Senior High School

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Anacostia Senior High School

Beth Dewhurst
Stuart Hobson Middle School

William Dexter
IDEA Public Charter School

Koura Gibson
McKinley Senior High School

Elinor Hart
WTU Teacher/League of Women Voters

Gwendolyn Herold Faulkner
National Geographic (Education Foundation)

Frances Herrington
Hart Middle School

Bradford Hopewell
Banneker Senior High School

Cosby Hunt
Bell Multicultural

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Janney Elementary School

Sylvia Isaac
School Without Walls

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Wilson Senior High School

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National Peace Corps Association

Muriel McCants
Browne Junior High School

Garth McIntosh-Peters
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Cheryl Mitchell
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James Monack
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Ellington School of the Arts

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Alexandra Pardo
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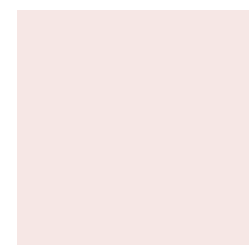
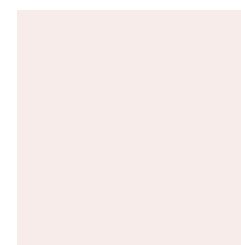
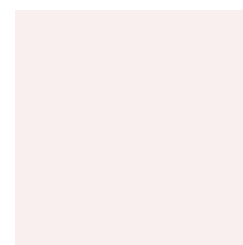
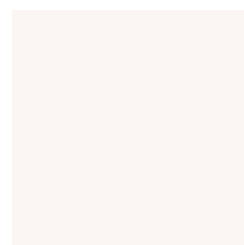
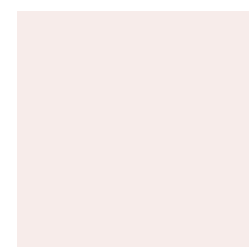
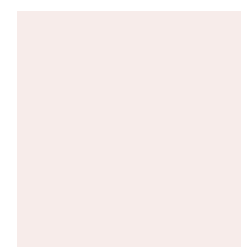
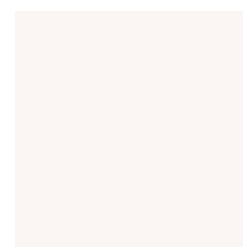
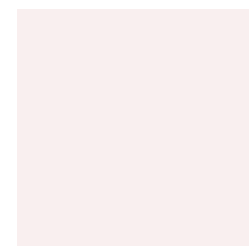
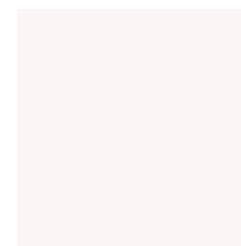
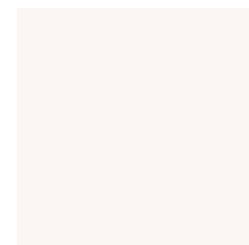
The following individuals participated in the prekindergarten development process: Maurice R. Sykes, executive director of the Early Childhood Leadership Institute; Diane Trister Dodge, founder and president of Teaching Strategies, Inc.; and Cate Heroman of Teaching Strategies, Inc.

RELATED RESOURCES ALSO AVAILABLE

The Office of Academic Services also has developed a number of other resources to help teachers, administrators, students, parents, and community members better understand the new learning standards. These resources include:

- ❑ Grade-level curriculum guides, with sample learning activities, month-by-month scope and sequence suggestions, sample test items, and other resources.
- ❑ Grade-level parent guides to the standards, translated into several languages.
- ❑ Grade-level posters, which should be displayed in every classroom.

These and other materials are available on the DCPS Web site at www.k12.dc.us.





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